

PARENT WORLD, CONFIDENT TOGETHER

THE FAMILY ACTION WORKBOOK

A practical companion for Birth through Fifth Grade

From information to action

Use this workbook with the comprehensive guide to choose a small number of priorities, practice them at home, notice change, and know when to step forward, step back, or ask for help.

Connect. Practice. Notice. Adjust. Grow.

Start Here: How This Workbook Works

This is not a test

A child does not need to complete every page or meet every skill on the same timetable. Choose what matters now. The workbook is for planning and observation; it does not diagnose developmental, learning, medical, or mental-health conditions.

Step	Parent action
1. Notice	Choose one concrete skill or routine that is hard right now.
2. Find the prerequisite	Ask what earlier skill the current task depends on.
3. Model	Show one example and say what you are doing.
4. Do together	Share the task and give only the help needed.
5. Short independent try	Let the child attempt a fresh example.
6. Revisit	Practice briefly across several days and settings.
7. Decide	Advance, continue, simplify, or ask for professional/school support.

The Parent Support Ladder

Level	What it sounds like
Model	"Watch me do the first one."
Do together	"Let's do this one together."
Prompt	"What should you do first?"
Cue	Point to the checklist, tool, sound, model, or example.
Wait	Give the child time to retrieve or try.
Step back	Let the child own the task and check only afterward.

The Mastery Ladder

Stage	Meaning
Exposure	Has experienced the skill.
Emerging	Attempts with substantial help.
Competent	Can do it in a familiar situation with little help.
Independent	Can do it accurately/reliably without adult direction.
Generalized / Mastery	Can use it in a new setting, problem, book, routine, or project.

Family Learning Profile

Child name / nickname

School / program

Family languages

Current age or grade

Date started

Important supports / accommodations

Strengths, interests, favorite topics, and what makes this child light up

What currently feels hard at home or school

What the child says would help

- ☐ Best learning time: morning
- ☐ Best learning time: after school
- ☐ Best learning time: evening
- ☐ Benefits from movement before sitting
- ☐ Benefits from visual examples
- ☐ Benefits from talking it out
- ☐ Benefits from shorter sessions
- ☐ Benefits from quiet / reduced distractions

Six-Week Family Learning Cycle

Choose only 1-2 priorities for this cycle

- ☐ Development / communication
- ☐ Reading / language
- ☐ Writing / spelling
- ☐ Math
- ☐ Science / general knowledge
- ☐ Organization / executive function
- ☐ Social-emotional / self-advocacy
- ☐ Physical / fine-motor / self-care

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Week	Plan
Week 1	Baseline + model. Make the task easier enough for success.
Week 2	Repeat the prerequisite skill in short sessions.
Week 3	Use the skill in a second routine or context.
Week 4	Reduce one level of adult help.
Week 5	Try a slightly harder example or more independent version.
Week 6	Review evidence; decide the next step and communicate if needed.

The activity/routine we will use most often

Weekly Home Learning Plan

Keep home from becoming a second school

Assigned homework can count as practice. On tired or busy days, choose connection, reading/conversation, and one small targeted skill instead of adding a long workload.

Day	10-20 minute focus	Movement / play / break	What I noticed
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekend			

☐ Shared reading / conversation

☐ Targeted skill practice

☐ Movement / outdoor time

☐ Chore / independence practice

☐ Positive connection that had nothing to do with performance

One thing to celebrate this week

One-Page Family Progress Dashboard



Progress milestone guide: an illustrated way to notice small wins and choose next steps.

Cycle dates

Age / grade

Primary priority

Secondary priority

Area	Strength now	Emerging / hard	Next small step
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Language / reading

Writing / expression

Math / reasoning

Knowledge / curiosity

Independence / organization

Social-emotional well-being

Child voice: What feels easier? What still feels hard?

Parent decision: continue, advance, simplify, or ask for help?

School / Clinician Communication Log

Date	Person	Question / concern	Decision / next step

Patterns worth bringing to the next conversation

Birth to Three: Development Through Relationship and Play

Tiny Moments Big Growth

Birth-12 Months

Illustrated Activities, Remediation & Video Examples

You've Got This, Parent!

Brighter Futures Start Here

Language & Connection	Motor Development	Cognitive Play	Social-Emotional	How to Use This Page
Face-to-Face Talk 1 Get close and make eye contact. 2 Copy baby sounds and facial expressions. 3 Pause and wait for baby to respond. If not showing yet: use shorter interactions and repeat favorite sounds.  Video Example Watch a real example on our website. 	Tummy Time & Reach 1 Place baby on tummy for a short daily play burst. 2 Put a favorite toy just within reach. 3 Celebrate small head lifts and pushes up. If this is hard: try chest-to-chest tummy time or shorter bursts.  Video Example Watch a real example on our website. 	Track & Explore 1 Move a high-contrast toy side to side. 2 Offer simple cause-and-effect toys. 3 Let baby look, reach, and explore. If not showing yet: slow the movement and reduce distractions.  Video Example Watch a real example on our website. 	Sing, Read & Soothe 1 Use songs, cuddles, and short board books. 2 Name feelings with a calm voice. 3 Repeat favorite routines. If this is hard: use the same song and book every day.  Video Example Watch a real example on our website. 	1 Choose one activity per day. 2 Repeat it for several days. 3 Use the video example for confidence. 4 Ask your pediatrician or early-intervention team if you are concerned or skills are lost. <i>Small repeated moments build brighter futures.</i>



PARENT SUPPORT
REAL STRATEGIES
BRIGHTER TOMORROWS

Every interaction builds their tomorrow



PARENT WORLD
Confident Together

Birth-12 months: illustrated examples of simple home routines, activities, and remediation supports.

Parent job in this stage

Respond, talk, read, sing, move, play, and observe. Development is not perfectly linear. Use the checkpoint pages to notice patterns and provide practice, not to turn infancy into academic instruction.

- ☐ I follow my child's attention more often than I redirect it.
- ☐ I create safe opportunities to move and explore.
- ☐ I pause so my child can respond in their own way.
- ☐ I repeat useful routines without drilling.
- ☐ I contact a healthcare professional promptly for regression or persistent concerns.

2 months: Family Practice Page

Stage focus

Connection, early sounds, attention to faces/voices, head and limb control

Choose only 1-2 priorities for this cycle

- ☐ Social response / calming
- ☐ Sounds beyond crying
- ☐ Attention to faces / voices
- ☐ Head lifting / symmetrical movement

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

2 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

birth to about 1 month: comfort with caregiver voice/face, brief alert attention, active limb movement. Rebuild short responsive exchanges and comfortable movement before asking for longer social turns or stronger head control.

Activity	What the parent does	What improvement may look like
Face-and-pause talk	Hold your baby comfortably about face distance away, smile or speak for a few seconds, then pause. Follow any look, sound, or body movement with another response.	More frequent orientation to your face/voice, relaxing, widening eyes, or beginning to smile back.
Voice from both sides	During calm awake time, speak softly from one side and then the other without startling or repeatedly testing.	Increasing orientation toward familiar voices or changes in expression when a voice begins.
Tummy-time micro-bursts	Use several short, supervised, awake tummy-time opportunities; chest-to-chest or a firm floor surface can make the position easier. Stop when the baby is fatigued.	Gradually longer head lifting and more comfortable pushing through the shoulders/forearms.
Hands-to-midline play	Bring a soft graspable toy to the center of the baby's body and let the hands contact it; gently help hands meet at midline if needed, without forcing a grip.	More open hands, hand-to-mouth movement, and brief voluntary contact with the object.

Research basis: CDC developmental monitoring plus Harvard serve-and-return: brief, contingent back-and-forth interaction and repeated safe movement opportunities support early communication and motor practice.

Do not wait on a real concern

If your baby is not meeting one or more milestones, does not respond to sounds/voices as expected, has unusual stiffness/floppiness, or loses a skill, contact the child's healthcare provider and ask about developmental screening.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

4 months: Family Practice Page

Stage focus

Back-and-forth interaction, grasping, head control, early reaching

Choose only 1-2 priorities for this cycle

- ☐ Social smiling / chuckles
- ☐ Cooing / sound turns
- ☐ Steady head / forearm push-up
- ☐ Reach / grasp / hands to mouth

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

4 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 2-month checkpoint: social smiling/attention, sounds beyond crying, head lifting on tummy, active symmetrical movement. Return to face-to-face turn taking and supported upper-body control, then make the challenge only slightly harder.

Activity	What the parent does	What improvement may look like
Copy-the-coo	Copy one sound your baby makes, pause, and wait. Repeat only a few turns while the baby remains engaged.	More sound exchanges, chuckles, squeals, or attempts to answer your sound.
Reach-and-touch	Place one interesting safe toy at midline, then slightly to either side, close enough to contact with a small reach.	More purposeful swipes, touches, and eventually holding the toy placed in the hand.
Forearm push-up helper	During supervised tummy time, position yourself at eye level or place a toy ahead; a small rolled towel under the upper chest can be used briefly if the child tolerates it and an adult stays right there.	Steadier head control and more weight through forearms.
Hands-to-mouth discovery	Offer a clean, safe graspable object at midline and let the baby bring hands/object toward the mouth naturally.	More voluntary grasping, hand exploration, and coordinated hands-to-mouth movement.

Research basis: CDC milestone practice plus serve-and-return. The parent responds to the child's signal, repeats successful actions, and increases challenge gradually.

Do not wait on a real concern

Persistent concerns about head control, movement symmetry, hearing/vision response, social engagement, or loss of skills should be discussed with a healthcare provider rather than handled only through home practice.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

6 months: Family Practice Page

Stage focus

Exploration, reciprocal sounds, rolling, supported sitting

Choose only 1-2 priorities for this cycle

- ☐ Familiar people / social enjoyment
- ☐ Sound turns / squeals
- ☐ Reach and mouth exploration
- ☐ Rolling / pushing / sitting support

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

6 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 4-month checkpoint: reciprocal sounds, steady head control, grasping, forearm push-up, hands-to-mouth exploration. Rebuild reciprocal communication, trunk/shoulder control, and purposeful reaching before expecting more independent sitting and object exploration.

Activity	What the parent does	What improvement may look like
Sound ladder	Copy a familiar sound, then add one small variation such as a longer vowel, squeal, or raspberry; pause for a response.	The child attempts a wider range of sounds and takes more vocal turns.
Roll-and-reach	From a comfortable floor position, place a toy slightly to the side so the child has a reason to turn the head, reach across, or roll. Do not pull the child by an arm or leg.	More intentional side-to-side movement and attempts to roll toward the object.
Supported sit-and-reach	Sit on the floor with the child supported securely at the trunk/hips; place a toy at easy reach and let the child return to upright with your help.	More trunk control and less adult support needed for brief sitting/reaching.
One object, many actions	Offer one safe object and model touch, mouth, shake, and pass hand-to-hand. Let the child choose which action to repeat.	Longer exploration and beginning transfer between hands.

Research basis: CDC milestones, responsive interaction, and graded practice: keep the challenge just above what the child can already do.

Do not wait on a real concern

If movement, sitting control, use of both sides of the body, response to sound, social interaction, or skill loss concerns you, act early and discuss it with the child's clinician.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

9 months: Family Practice Page

Stage focus

Sitting, name response, gestures, object permanence, babbling

Choose only 1-2 priorities for this cycle

- ☐ Response to name
- ☐ Varied babbling / gestures
- ☐ Search for hidden or dropped objects
- ☐ Independent sitting / hand transfer

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

9 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 6-month checkpoint: reciprocal sounds, object reaching/exploration, rolling, supported sitting and pushing through the arms. Strengthen sitting, object transfer, name/voice attention, and simple social games before asking for more complex gestures and purposeful problem solving.

Activity	What the parent does	What improvement may look like
Name-pause-connect	Say the child's name once during calm play, pause, and warmly respond to any turn of the head, eyes, or body. Avoid rapid repeated calling.	More consistent orientation to name/voice during everyday interaction.
Peekaboo with an object	Partly hide a favorite toy under a cloth, then gradually hide more as the child begins to search.	Reaching or looking for an object that is partly or fully hidden.
Sit-transfer basket	While the child sits safely, offer two large safe objects and a low container; model moving an object hand-to-hand and dropping it in.	More stable sitting, hand transfer, banging, and purposeful release.
Gesture routine	Pair one gesture with the same word in a natural routine - arms up for "up," waving for "bye," clapping for "yay."	The child begins anticipating or copying the gesture and using it intentionally.

Research basis: CDC milestones and Harvard serve-and-return: pair simple language with the child's attention and repeat functional routines.

Do not wait on a real concern

If the child does not sit independently, rarely responds to name/voice, is not babbling/gesturing, or loses skills, contact the pediatrician and ask about developmental screening.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

12 months: Family Practice Page

Stage focus

Intentional communication, containers, pincer grasp, supported mobility

Choose only 1-2 priorities for this cycle

- ☐ Gestures / early words
- ☐ Interactive games
- ☐ In-out / imitation
- ☐ Pull to stand / cruise / pincer grasp

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

12 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 9-month checkpoint: sitting without support, object transfer, varied babbling, response to name, searching for dropped/hidden objects. Rebuild intentional gestures, simple cause-and-effect play, hand use, and supported mobility before expecting more words and independent object use.

Activity	What the parent does	What improvement may look like
Gesture + word choice	Offer two familiar items, name them, and wait for a look, reach, point, or sound; honor the choice and say the word again.	More intentional requesting and shared attention.
In-out container play	Model putting one object into a container and taking it out. Pause so the child can copy before adding more pieces.	Purposeful release into a container and repeated problem solving.
Stand-and-cruise invitation	At a stable, child-safe surface and with close supervision, place a desired toy a short distance away so the child can pull to stand or move sideways if ready. Never force standing/walking.	More confident weight bearing, pulling to stand, or cruising attempts.
Pincer practice at meals	Offer developmentally safe, soft bite-size pieces on a clean tray and allow the child to pick them up while seated and supervised.	Increasing thumb-and-finger pickup and controlled release.

Research basis: CDC milestones; parent scaffolding uses a clear model, a short wait, and functional repetition inside normal routines.

Do not wait on a real concern

If the child is not using gestures, not attempting mobility in any form, has feeding/hand-use concerns, or loses skills, talk with the child's healthcare provider promptly.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

15 months: Family Practice Page

Little Steps Big Progress

12-24 Months

Illustrated Activities, Remediation & Video Examples

You're Doing Great, Parent!

Brighter Futures Start Here

Language & Communication	Motor & Problem-Solving	Following Directions	Social-Emotional	How to Use This Page
Name & Point 1 Name a cup, shoe, or ball. 2 Pause for your toddler to point, look, or try a word. 3 Celebrate every attempt. If not showing yet: offer two clear choices and model the word. Video Example Watch a real example on our website.	Stack & Drop 1 Use cups, blocks, or containers. 2 Stack, drop, fill, and dump. 3 Talk about big, in, up, and down. If this is hard: use larger objects and shorter turns. Video Example Watch a real example on our website.	Move & Follow 1 Practice: come here, give it to me, put it in. 2 Use gestures with your words. 3 Praise the follow-through. If not showing yet: start with one-step directions only. Video Example Watch a real example on our website.	Sing & Clean Up 1 Use a clean-up song. 2 Take turns clapping, waving, or putting one toy away. 3 Keep routines playful and short. If this is hard: copy actions first, then invite the child to join. Video Example Watch a real example on our website.	1 Pick one subject each day. 2 Use the video example for confidence. 3 Repeat the same routine for a week. 4 Ask for help if skills are lost or progress stops. <i>Small repeated routines build brighter futures.</i>

Every interaction builds their tomorrow

PARENT SUPPORT REAL STRATEGIES BRIGHTER TOMORROWS

PARENT WORLD Confident Together

12-24 months: illustrated examples of toddler activities and remediation supports.

Stage focus

Pointing, early words, object use, first independent steps

Choose only 1-2 priorities for this cycle

- ☐ Shows / points to objects
- ☐ 1-2 words beyond caregiver names
- ☐ Simple directions / object use
- ☐ Steps / finger feeding

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

15 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 12-month checkpoint: interactive games, waving/gestures, putting objects into containers, pulling to stand/cruising, thumb-and-finger pickup. Return to purposeful gestures, imitation, functional object use, and supported walking practice before layering on more vocabulary and independence.

Activity	What the parent does	What improvement may look like
Point-name-wait	When the child looks or reaches toward something, point too, name it once, then wait. If the child makes any sound/gesture, respond as communication.	More pointing/showing, attempts at words, and shared attention.
One-step direction with fade	Start with a simple request plus gesture - "give me the cup." After success, use the same request with a smaller gesture, then just words.	Following familiar one-step directions with less visual help.
Copy a real-life action	Model brushing a doll's hair, stirring with a spoon, rolling a toy car, or wiping a table; hand the object to the child.	More functional use of familiar objects and imitation.
Walk, stop, carry	Create a very short safe route between two adults or stable supports; add carrying a light object only after walking is comfortable.	More independent steps, balance, and purposeful movement.

Research basis: CDC milestones and responsive scaffolding. Fade prompts rather than repeating the same full prompt indefinitely.

Do not wait on a real concern

At the 15-month checkpoint, persistent concerns about language/gestures, social communication, object use, walking, feeding, or play should be discussed with the pediatrician. Do not wait for the 18-month visit if you are concerned.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

18 months: Family Practice Page

Stage focus

Language growth, pretend play, walking, scribbling, self-help

Choose only 1-2 priorities for this cycle

- ☐ 3+ words beyond caregiver names
- ☐ One-step directions
- ☐ Simple pretend / chore imitation
- ☐ Walking / scribbling / spoon / cup

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

18 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 15-month checkpoint: pointing to ask/show, a few words, simple directions, functional object use, a few independent steps. Rebuild single-word/gesture communication, one-step directions, simple pretend action, and basic self-help before expecting more complex phrases and sequences.

Activity	What the parent does	What improvement may look like
One word -> two	When the child uses a word or gesture, add one useful word: "truck" -> "truck go," "more" -> "more milk." Do not require repetition every time.	More spontaneous two-part messages and increased useful vocabulary.
Pretend chore copy	Do one familiar action together - wipe the table, put laundry in a basket, feed a doll - then pause for the child to continue.	Imitation of familiar routines and beginning pretend play.
Scribble station	Tape large paper securely to a table, offer chunky crayons, and model a few marks; let the child explore without requiring a picture.	More intentional scribbling and comfortable grasp/release.
Self-help mini-step	Practice one part of an everyday routine: carry cup to table, put arms through sleeves, scoop a thick food with a spoon, or wash hands with help.	Increasing participation with fewer adult hand-over-hand prompts.

Research basis: CDC milestones; Harvard serve-and-return; frequent, functional language models are more useful than repeated testing.

Do not wait on a real concern

If the child has very limited intentional communication, is not walking independently, does not imitate simple actions, or loses skills, discuss it with the pediatrician and early-intervention program.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

24 months: Family Practice Page

Stage focus

Two-word language, symbolic play, empathy, running and stairs

Choose only 1-2 priorities for this cycle

- ☐ Two-word combinations
- ☐ Points in books / body parts
- ☐ Combines toys in play
- ☐ Run / kick / stairs / spoon

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

24 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 18-month checkpoint: at least a few words, one-step directions, simple pretend/chores, independent walking, scribbling, beginning utensil use. Strengthen simple phrases, symbolic play, purposeful movement, and two-part routines before expecting longer directions or more elaborate pretend play.

Activity	What the parent does	What improvement may look like
Phrase builder during play	Model short useful combinations tied to action: "bear sleeps," "car goes," "want red." Pause and respond to any attempt.	More two-word combinations, especially noun+action or request phrases.
Book point-and-find	In a familiar picture book, ask for one item ("Where is the dog?"), then one body part on self/doll. Help with pointing if needed and keep it playful.	More consistent pointing to named pictures/body parts and sustained shared book attention.
Two-toy story	Use two related toys - doll+spoon, car+garage, animal+bed - and model one simple relationship, then let the child repeat or change it.	Coordinating two toys in purposeful or pretend play.
Move-and-follow route	Use a simple safe route: run to a marker, kick/roll a ball, step up one low stair with support as needed, then return.	More coordinated running, kicking/rolling, and participation in a short movement sequence.

Research basis: CDC 2-year milestones; play-based language expansion and functional routines preserve meaning while increasing complexity.

Do not wait on a real concern

If two-word communication is not emerging, the child has major difficulty understanding everyday language, or motor/social skills are concerning, ask the pediatrician and school/early-intervention team about screening and support.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

30 months: Family Practice Page

Small Steps Big Possibilities

24-36 Months

Illustrated Activities, Remediation & Video Examples

You're Doing Amazing!

Brighter Futures Start Here

Language & Pretend Play	Thinking & Early Math	Directions & Self-Regulation	Early Writing & Expression	How to Use This Page
Pretend & Tell 1 Pretend to cook, feed a doll, or drive a toy car. 2 Name actions like stir, feed, and go. 3 Invite your child to copy and talk. If not showing yet: model one short action and one simple word at a time. Video Example Watch a real example on our website.	Sort & Match 1 Sort by color, size, or type. 2 Match socks, blocks, or lids. 3 Count a few objects together. If this is hard: sort just two colors or two types first. Video Example Watch a real example on our website.	Two-Step Directions 1 Try: get the spoon and put it on the table. 2 Pause after giving directions. 3 Celebrate success with simple praise. If not showing yet: go back to one-step directions and gestures. Video Example Watch a real example on our website.	Scribble & Tell 1 Offer thick crayons and big paper. 2 Ask: tell me about your picture. 3 Repeat your child's words back. If this is hard: scribble together and talk about one mark at a time. Video Example Watch a real example on our website.	1 Choose one playful activity each day. 2 Watch the video example first if helpful. 3 Repeat before making it harder. 4 Ask for help if you are concerned or skills are lost. Simple play today builds tomorrow.

Every interaction builds their tomorrow

PARENT SUPPORT
REAL STRATEGIES
BRIGHTER TOMORROWS

PARENT WORLD
Confident Together

24-36 months: illustrated examples of activities that build readiness through play and routine.

Stage focus

Vocabulary, routines, pretend play, two-step directions, jumping

Choose only 1-2 priorities for this cycle

- ☐ About 50 words / action phrases
- ☐ Simple routines and peer play
- ☐ Pretend and two-step directions
- ☐ Jumping / page turning / clothing

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

30 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 24-month checkpoint: two-word phrases, pointing in books, simple two-object play, running/kicking, spoon use, early concern for others. Rebuild action phrases, two-step routines, symbolic play, basic classification, and self-help before expecting longer conversation and more independent routines.

Activity	What the parent does	What improvement may look like
Two-step helper job	Give two concrete linked steps: "get the napkin and put it on the table." Start by doing the first step together, then fade help.	Completing both parts with fewer reminders.
Pretend sequence	Model a 2-3 step story such as feed doll -> wipe mouth -> put doll to bed. Let the child copy, reorder, or add a step.	Longer pretend sequences and better memory for order.
Color/shape match first	Use two obvious categories (red/blue lids, big/small blocks, circle/square). Match rather than quiz; name the property while sorting.	Consistent matching and beginning naming/classification.
Jump-turn-page-dress practice	Choose one motor/self-help skill at a time: two-foot jump, turning one page, removing a loose garment, or putting an arm through a sleeve. Model, assist lightly, then wait.	Increasing control and less physical prompting.

Research basis: CDC 30-month milestones; IES early-childhood guidance supports developmental progressions and building from what a child already knows.

Do not wait on a real concern

If language, pretend play, social engagement, movement, or self-help concerns persist, or a skill is lost, talk with the child's healthcare provider and the local early-childhood/public-school evaluation system.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1	_____	_____	☐ easier ☐ same ☐ harder
Week 2	_____	_____	☐ easier ☐ same ☐ harder
Week 3	_____	_____	☐ easier ☐ same ☐ harder
Week 4	_____	_____	☐ easier ☐ same ☐ harder
Week 5	_____	_____	☐ easier ☐ same ☐ harder
Week 6	_____	_____	☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

36 months: Family Practice Page

Stage focus

Conversation, questions, peer play, simple drawing and self-care

Choose only 1-2 priorities for this cycle

- ☐ Back-and-forth conversation
- ☐ Who/what/where/why questions
- ☐ Joins other children / short separation
- ☐ Circle / dressing / fork use

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Baseline observation

What I see now - include a real example, not just "can/cannot"

- ☐ I observed during a calm, familiar routine.
- ☐ I considered sleep, hunger, illness, sensory load, and setting.
- ☐ I looked for the skill on more than one day when appropriate.

36 months: Remediation and Progress

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 30-month checkpoint: two-step directions, short action phrases, pretend sequences, basic matching/classification, jumping and increasing self-help. Before expecting preschool-like conversation, peer participation, and independent self-help, strengthen short conversation turns, question understanding, drawing imitation, and supported social routines.

Activity	What the parent does	What improvement may look like
Picture conversation	Choose one family photo or book picture. Adult comments once, asks one simple question, waits, and responds to the child's answer with one added detail.	At least two back-and-forth exchanges about the same topic.
Who/what/where game	Use familiar people and routines: "Who is eating?" "What is Dad doing?" "Where is the shoe?" Offer two choices if the child is stuck.	More accurate answers to simple WH questions and action descriptions.
Copy a circle, then decorate	Adult draws a slow circle; child copies on large paper. If needed, trace a large circular object together first.	A more closed circular form and greater control, not perfect handwriting.
Turn-taking + self-help rehearsal	Roll a ball or take turns adding blocks while practicing "my turn/your turn," then finish with one self-help step such as fork use or putting on a loose jacket.	Waiting briefly for a turn and completing a familiar self-help action with less help.

Research basis: CDC 3-year milestones; Harvard executive-function activities emphasize age-appropriate rule games, imitation, and gradually reduced adult support.

Do not wait on a real concern

CDC advises acting early when a milestone is missing or a parent has concerns. Loss of skills, persistent communication/social concerns, or substantial motor/self-help difficulty warrants professional discussion rather than only home practice.

Six-week progress tracker

Week	What we practiced	What I observed	Trend
Week 1			☐ easier ☐ same ☐ harder
Week 2			☐ easier ☐ same ☐ harder
Week 3			☐ easier ☐ same ☐ harder
Week 4			☐ easier ☐ same ☐ harder
Week 5			☐ easier ☐ same ☐ harder
Week 6			☐ easier ☐ same ☐ harder

Decision after six weeks: continue / advance / simplify / ask for help. Why?

Preschool / Pre-K: Playful Foundations for School



Preschool / Pre-K

Illustrated Activities, Remediation & Video Examples

Early Literacy Rhyme & Sound Play 1 Clap syllables in names. 2 Notice first sounds in simple words. 3 Play easy rhyming games. If not showing yet: use songs and oral language before print.  Video Example Watch a real example on our website.	Early Math Count with Objects 1 Count snacks, toys, or steps one by one. 2 Touch each object as you count. 3 Compare more and less. If this is hard: count real objects instead of worksheets.  Video Example Watch a real example on our website.	Comprehension Story Retell 1 Read a short story. 2 Ask who was in it and what happened. 3 Ask what came next. If not showing yet: retell using pictures and short prompts.  Video Example Watch a real example on our website.	Self-Regulation Play, Wait, Breathe 1 Practice taking turns. 2 Use wait language like my turn, your turn. 3 Take a calm breath together. If this is hard: keep waiting times very short and predictable.  Video Example Watch a real example on our website.	How to Use This Page 1 Keep practice short and playful. 2 Try one subject at a time. 3 Use the video example for modeling. 4 Ask for support if growth stalls or skills are lost. Play is the path to readiness.
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Every interaction builds their tomorrow



Preschool / Pre-K: visual activity and remediation examples for play, language, self-regulation, and early academics.

Keep it playful

Build oral language, sound awareness, counting, early writing, self-help, and social routines through books, pretend play, art, movement, household jobs, and short games. Worksheets are optional, not the foundation.

Choose only 1-2 priorities for this cycle

- ☐ Conversation / storytelling
- ☐ Sound awareness / rhymes
- ☐ Counting / quantity
- ☐ Drawing / emergent writing
- ☐ Pretend play / flexible thinking
- ☐ Self-help / routines
- ☐ Joining play / turn-taking

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

What my child loves to play, talk, build, draw, or pretend

Preschool Weekly Play Plan

Day	Language / book	Math / sorting / building	Movement / social / self-help
Mon	_____	_____	_____
Tue	_____	_____	_____
Wed	_____	_____	_____
Thu	_____	_____	_____
Fri	_____	_____	_____
Weekend	_____	_____	_____

☐ Read/talk most days

☐ Free pretend play

☐ Outdoor movement

☐ Count/sort real objects

☐ Draw/paint/build

☐ Practice one self-help routine

☐ Peer or family turn-taking opportunity

A new word, idea, or story my child used this week

Preschool Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

the 30-36 month foundations: short conversations, simple pretend sequences, matching/classifying, two-step routines, increasing self-help and turn-taking. Step back to concrete play, oral language, small quantities, and short routines before adding worksheets or abstract symbols.

Activity	What the parent does	What improvement may look like
Conversation replay	Use a familiar photo/book. Ask "what happened?" and help the child answer with who + action + one detail; act it out with toys if words are hard.	A short understandable message and increasing ability to stay on one topic.
Sound-and-rhyme play	Play "same beginning sound" or rhyme with names and familiar objects; for a child not ready for rhyme, simply notice and repeat the first sound together.	The child begins noticing sound similarities without needing to name formal rules.
Count what you touch	Count 1-5 real objects by moving/touching each one once, then ask for a small quantity ("Give me 3").	One number word per object and understanding that the final number tells how many.
Draw -> tell -> adult writes	Child draws; child tells the message; adult writes the exact words; child adds one letter/mark or traces one meaningful letter if interested.	The child connects marks/letters with a message without handwriting blocking language.
Practice a social routine	Role-play "Can I play?", "Help please," "My turn/your turn," or cleanup using dolls, blocks, or a simple game; repeat the same script for several days.	More independent use of the phrase/routine during real play or transitions.

Research basis: IES Preparing Young Children for School and Teaching Math to Young Children; Harvard executive-function activities; CDC 3-5 developmental monitoring.

Do not wait on a real concern

If concerns involve language, play, motor skills, social engagement, behavior, or loss of skills - or if practice is not leading to progress - discuss observations with the pediatrician and preschool/school team.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Preschool Progress and School-Readiness Dashboard

Area	What is growing	What needs more practice	Next playful step
Oral language			
Sound awareness			
Early math			
Drawing / writing			
Motor / self-help			
Social-emotional / routines			

What my child can do more independently than six weeks ago

Bring useful observations to the next conversation

Pediatrician / early intervention contact

Date

Concern or question

What changed / what did not

- ☐ I can give a concrete example rather than only saying "I am worried."
- ☐ I noted whether the skill appears in some settings but not others.
- ☐ I noted any loss of a previously acquired skill.
- ☐ I will ask what screening/evaluation or follow-up is appropriate.

Kindergarten Through Grade 2: Strong Foundations Without Taking Over

Parent job in K-2

Protect accurate foundations. Ask the school what patterns, strategies, and routines are being taught; practice those briefly at home; keep rich read-alouds and family conversation going even when a child needs foundational skill intervention.

Kindergarten: Home Success Map

Kindergarten

Illustrated Activities, Remediation & Video Examples

Phonics & Reading

Sound to Letter

- Match beginning sounds to letters.
- Use picture cards and magnetic letters.
- Say the sound before naming the letter.

If not showing yet: build oral sounds before harder print work.

Video Example
Watch a real example on our website.

Reading Together

Read, Point, Talk

- Point under words as you read.
- Pause to talk about the story.
- Reread favorites for confidence.

If this is hard: use shorter books and repeat familiar pages.

Video Example
Watch a real example on our website.

Math

Make 5 and 10

- Use counters and ten-frames.
- Build number bonds for 5 and 10.
- Compare which set is more or less.

If not showing yet: use real counters before worksheets.

Video Example
Watch a real example on our website.

Writing

Write & Draw

- Write one short sentence.
- Stretch the sounds in a word.
- Add a matching picture.

If this is hard: trace, build, then write letters and words.

Video Example
Watch a real example on our website.

How to Use This Page

- Use school words at home.
- Practice a little every day.
- Watch the video example for modeling.
- Ask for help if skills are lost or progress is very hard.

Short practice beats long drills.

Every interaction builds their tomorrow

Kindergarten: visual examples for literacy, math, self-regulation, and home routines.

Big picture

Connect speech to print and quantities to symbols while learning classroom routines.

Choose only 1-2 priorities for this cycle

- ☐ Letter-sound / phonemic awareness
- ☐ Blending / beginner reading
- ☐ Sentence meaning / emergent spelling
- ☐ Counting / quantity
- ☐ Addition-subtraction concepts
- ☐ Help-seeking / routines

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

What the teacher says is going well

What the teacher says should come next

Kindergarten: Weekly Home Plan

Day	Reading / language	Writing / spelling OR math	Independence / well-being
Mon			
Tue			
Wed			
Thu			
Fri			
Weekend			

A realistic routine

Try one shared reading block plus one brief targeted task on selected days. Stop or shorten when fatigue or frustration makes practice unproductive.

One home routine we are practicing independently

Kindergarten: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

preschool / Pre-K: oral language, sound play, small-quantity counting, purposeful drawing/writing, two-step routines and help-seeking. Kindergarten remediation should be concrete and explicit: hear/say it, touch/move it, connect it to a symbol, then practice briefly in connected work.

Activity	What the parent does	What improvement may look like
Hear it before you read it	Say a simple word such as map. Push one counter for each sound /m/ /a/ /p/. Then match the sounds to letters and blend them back together.	The child can hear/segment sounds and connect them to the letters rather than guessing from pictures.
One pattern, tiny word chain	Use letter tiles to build a taught pattern: map -> mat -> sat. Change one sound/letter at a time, then read a very short decodable sentence containing the pattern.	Accurate reading of new words with the taught pattern.
Build the number	Show a numeral 0-10 and build that quantity with counters or a ten-frame; reverse it by showing a set and choosing the numeral.	Reliable quantity-number matching rather than numeral naming alone.
Say it, draw it, write it	Child orally says one complete sentence, draws it, then writes as much as possible. Help stretch one difficult word into sounds; edit only one convention at a time.	A message another person can understand and increasing sound-based spelling.
School routine rehearsal	Practice a two-step school-like routine: open folder -> place paper inside; listen -> do -> check; or "I don't understand yet - can you show me the first step?"	Fewer reminders and more direct help-seeking.

Research basis: IES Foundational Skills K-3; IES Teaching Math to Young Children; IES Preparing Young Children for School; IES elementary writing guidance.

Do not wait on a real concern

If letter-sound learning, blending, speech/language, quantity understanding, attention to instruction, or school participation remains persistently difficult despite targeted teaching, ask the teacher what screening/intervention data show and what additional support is available.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Kindergarten: School Partnership Page

- ☐ What sound-spelling patterns are being taught now?
- ☐ Can my child read new words with those patterns?
- ☐ Can my child show what a number means with objects?
- ☐ Can my child ask for help and follow a short routine?

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

- ☐ Ask: What can my child do independently right now?
- ☐ Ask: What specific prerequisite is weak?
- ☐ Ask: What strategy/language is being used at school so we can match it at home?
- ☐ Ask: What evidence will show improvement?
- ☐ Ask: When should we meet/review again?

Notes / agreed next steps

Kindergarten: Quarterly Dashboard

Area	Strength	Emerging skill	Evidence / example	Next step
Reading				
Writing				
Math				
Knowledge / curiosity				
Organization / independence				
Social-emotional well-being				

Child reflection: I am proud that... / I want help with...

Parent reflection: The support I should reduce or change next is...

Grade 1: Home Success Map

Small Steps Big Progress

Grades 1-2

Illustrated Activities, Remediation & Video Examples

You've Got This, Parent!

Brighter Futures Start Here

Reading	Writing	Math	Executive Function	How to Use This Page
Decodable Reading - Practice one sound pattern at a time. - Read a short connected text out loud. - Reread for smoother reading. If not showing yet: step back to phonics patterns before harder text. Video Example Watch a real example on our website.	Sentence Building - Say the sentence first. - Write it down. - Reread it and improve one part. If this is hard: model one sentence, then write together. Video Example Watch a real example on our website.	Build the Math - Use tens, ones, pictures, and number lines. - Show $24 + 13$ with blocks or drawings. - Explain the answer out loud. If not showing yet: use manipulatives before symbols only. Video Example Watch a real example on our website.	Independence Routine - Use a simple school checklist. - Check homework, folder, and materials. - Pack for tomorrow. If this is hard: do it together first, then fade support. Video Example Watch a real example on our website.	- Practice one skill at a time. - Let the child do part of the work. - Use the video example for modeling. - Seek support if frustration stays high or skills are lost. <i>Today's practice builds a brighter tomorrow.</i>

Every interaction builds their tomorrow

PARENT SUPPORT
REAL STRATEGIES
BRIGHTER TOMORROWS

PARENT WORLD
Confident Together

Grades 1-2: illustrated home-support examples for reading, writing, math, and independence.

Big picture

Build accurate reading/spelling, connected sentences, addition/subtraction reasoning, and simple independence.

Choose only 1-2 priorities for this cycle

- ☐ Decoding / spelling patterns
- ☐ Fluent meaningful reading
- ☐ Connected sentences
- ☐ Addition / subtraction within 20
- ☐ Tens and ones
- ☐ Task routines / friendship skills

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

What the teacher says is going well

What the teacher says should come next

Grade 1: Weekly Home Plan

Day	Reading / language	Writing / spelling OR math	Independence / well-being
Mon	_____	_____	_____
Tue	_____	_____	_____
Wed	_____	_____	_____
Thu	_____	_____	_____
Fri	_____	_____	_____
Weekend	_____	_____	_____

A realistic routine

Try one shared reading block plus one brief targeted task on selected days. Stop or shorten when fatigue or frustration makes practice unproductive.

One home routine we are practicing independently

Grade 1: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

kindergarten: phoneme-letter connections, blending short words, quantities/add-subtract with objects, one-sentence messages, simple classroom routines. Use explicit modeling and concrete representations, then fade support. Keep rich read-alouds and conversation going even while foundational reading is rebuilt.

Activity	What the parent does	What improvement may look like
Sound-spelling reset	Review only the sound-spelling patterns the child has been taught. Build and read 5-8 words with tiles, then read a short connected text using those patterns.	The child decodes instead of memorizing/guessing and can transfer the pattern to a new word.
Stretch-spell-check	Say a short word, tap each sound, write the matching letters, then read the word back. Use 3-5 words, not a long spelling list.	More complete sound representation in spelling.
Make ten before memorizing	Use counters/ten-frames for facts such as $8+5$: fill ten, then count the remainder. Record the equation after the model makes sense.	The child explains a strategy and gradually recalls related facts more efficiently.
One strong sentence	Orally rehearse who/what happened + one detail. Write it, then check just three things: capital, spaces, ending mark.	A complete understandable sentence with growing independence.
Read-do-check routine	Parent models how to read one direction, underline the action word, do only that step, then check it. Child repeats with a similar task.	Fewer impulsive starts and improved completion of simple directions.

Research basis: IES Foundational Skills K-3; IES elementary math intervention principles; IES writing practice guide; Harvard executive-function activities.

Do not wait on a real concern

Persistent difficulty connecting sounds and letters, blending, spelling sounds, understanding small quantities, or following classroom routines deserves a teacher conversation and targeted assessment - not simply more worksheets.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Grade 1: School Partnership Page

- ☐ Which reading patterns are secure vs still emerging?
- ☐ Does spelling reflect the sounds in words?
- ☐ Can my child explain a math strategy?
- ☐ Can my child complete a short routine with fewer reminders?

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

- ☐ Ask: What can my child do independently right now?
- ☐ Ask: What specific prerequisite is weak?
- ☐ Ask: What strategy/language is being used at school so we can match it at home?
- ☐ Ask: What evidence will show improvement?
- ☐ Ask: When should we meet/review again?

Notes / agreed next steps

Grade 1: Quarterly Dashboard

Area	Strength	Emerging skill	Evidence / example	Next step
Reading				
Writing				
Math				
Knowledge / curiosity				
Organization / independence				
Social-emotional well-being				

Child reflection: I am proud that... / I want help with...

Parent reflection: The support I should reduce or change next is...

Grade 2: Home Success Map

Big picture

Turn accurate foundations into fluency, connected ideas, place-value reasoning, and stronger organization.

Choose only 1-2 priorities for this cycle

- ☐ Reading fluency / word parts
- ☐ Retell / main idea / evidence
- ☐ Paragraphing / revision
- ☐ Place value / regrouping
- ☐ Measurement / time / money
- ☐ Organization / flexible problem solving

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

What the teacher says is going well

What the teacher says should come next

Grade 2: Weekly Home Plan

Day	Reading / language	Writing / spelling OR math	Independence / well-being
Mon	_____	_____	_____
Tue	_____	_____	_____
Wed	_____	_____	_____
Thu	_____	_____	_____
Fri	_____	_____	_____
Weekend	_____	_____	_____

A realistic routine

Try one shared reading block plus one brief targeted task on selected days. Stop or shorten when fatigue or frustration makes practice unproductive.

One home routine we are practicing independently

Grade 2: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

first grade: common sound-spelling patterns, accurate simple-text reading, place value in tens/ones, connected sentences, short independent routines. Second-grade support should restore accuracy and meaning first; fluency should grow from successful practice, not pressure for speed.

Activity	What the parent does	What improvement may look like
Pattern sort + connected reading	Sort a few teacher-aligned vowel/spelling patterns (for example, short vs. long vowel spellings), read each word, then read 3-5 sentences containing the pattern.	The child applies the pattern in new words and connected text.
Retell on three fingers	After a short passage, use first-next-last or beginning-middle-end on three fingers; then ask for one detail that proves the retell.	A coherent retell that preserves important events/ideas.
Build the tens and ones	Use bundled sticks/base-ten blocks/drawn tens and ones for addition or subtraction. Regroup physically first, then connect the action to written notation.	The child explains why 10 ones become 1 ten (or the reverse) instead of copying a rule.
Grow three sentences into a paragraph	Start with one main sentence. Add two details that answer who/what/where/how, then read all three aloud and add an ending if needed.	Related sentences stay on one topic and make sense in order.
Home-school organization reset	Use one folder location, one 3-item after-school checklist, and one "ask for help" sentence. Let the child check off the routine.	Fewer lost items and fewer adult verbal reminders over time.

Research basis: IES Foundational Skills K-3 and Reading Comprehension K-3; IES elementary math intervention; IES elementary writing guidance; spaced practice principles.

Do not wait on a real concern

If reading remains effortful, first identify whether the barrier is decoding, fluency, language/vocabulary, or comprehension. If math repeatedly breaks down, ask whether place value or operation meaning is secure. Coordinate targeted intervention with the school.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Grade 2: School Partnership Page

- ☐ Is reading effort coming from decoding, fluency, vocabulary, or comprehension?
- ☐ Can my child keep related sentences on one topic?
- ☐ Does regrouping make sense with tens and ones?
- ☐ Can my child organize papers/materials with a repeatable routine?

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

- ☐ Ask: What can my child do independently right now?
- ☐ Ask: What specific prerequisite is weak?
- ☐ Ask: What strategy/language is being used at school so we can match it at home?
- ☐ Ask: What evidence will show improvement?
- ☐ Ask: When should we meet/review again?

Notes / agreed next steps

Grade 2: Quarterly Dashboard

Area	Strength	Emerging skill	Evidence / example	Next step
Reading				
Writing				
Math				
Knowledge / curiosity				
Organization / independence				
Social-emotional well-being				

Child reflection: I am proud that... / I want help with...

Parent reflection: The support I should reduce or change next is...

Grades 3 Through 5: Coach the Learner, Not Every Answer



Support
Practice
Confidence
Brighter
Futures

Grades 3-5

Illustrated Activities, Remediation & Video Examples

Curious
Kind
Capable
Stronger
Together

You're
making a big
difference!

Reading

Read, Mark, Discuss

- 1 Pause for main idea and evidence.
- 2 Notice new words.
- 3 Talk about the text together.

If not showing yet: use simpler text and practice fluency first.




Video Example
 Watch a real example on our website.

Writing

Plan the Paragraph

- 1 Start with a topic sentence.
- 2 Add supporting details.
- 3 Finish with a conclusion.

If this is hard: use a one-paragraph organizer first.




Video Example
 Watch a real example on our website.

Math

Fractions & Facts

- 1 Use arrays, fraction strips, or number lines.
- 2 Explain the math with pictures.
- 3 Connect it to the equation.

If not showing yet: rebuild equal groups and fractions visually.




Video Example
 Watch a real example on our website.

Executive Function

Break Big Tasks

- 1 Plan, do, check, finish.
- 2 Turn projects into smaller steps.
- 3 Use a visible checklist.

If this is hard: support the first step, then gradually step back.




Video Example
 Watch a real example on our website.

How to Use This Page

- 1 Choose one focus area per week.
- 2 Use the video example when a task feels unclear.
- 3 Give support, then fade it.
- 4 Ask for extra help if progress stalls or skills are lost.





Every interaction builds their tomorrow



Grades 3–5: visual examples for reading, writing, math, executive function, and study habits.

Upper-elementary shift

The goal is increasing ownership: planning, evidence, multi-step reasoning, studying, self-advocacy, and recovering from mistakes. Parents still scaffold, but the support ladder should gradually move toward prompts, cues, waiting, and stepping back.

Grade 3: Home Success Map

Big picture

Evidence and multi-step reasoning become central. Foundational reading should still be addressed directly if it remains weak.

Choose only 1-2 priorities for this cycle

- ☐ Word reading / morphology / fluency
- ☐ Comprehension / evidence
- ☐ Paragraph writing / revision
- ☐ Multiplication / division
- ☐ Fractions / area / perimeter
- ☐ Projects / planning / help-seeking

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Current strength we can use as leverage

One task that repeatedly breaks down - what exactly happens?

Grade 3: Reading, Writing, and Knowledge Plan

Routine	This week	Evidence of growth
Independent / shared reading		
Vocabulary / word parts		
Evidence / summary / synthesis		
Writing / revision		
Science / history / general knowledge		

A topic the child wants to become an expert on

Grade 3: Math and Problem-Solving Plan

- [] Start with meaning/model before speed.
- [] Ask the child to estimate before calculating.
- [] Use a drawing, number line, array, fraction model, or table when symbols become confusing.
- [] Ask: "What does each number represent?"
- [] Ask: "How could you check whether that answer is reasonable?"

Skill / unit	What makes sense	Where it breaks down	Representation / strategy to use next
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Current computation

Current fraction/decimal work

Current word problems

Measurement / geometry / data

Grade 3: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

second grade: accurate word-pattern reading, coherent retell/main point, tens/ones and addition/subtraction meaning, focused groups of sentences, short independent routines. Third-grade gaps are easiest to address when the parent identifies the prerequisite skill rather than reteaching the entire grade. Keep grade-level knowledge available through read-aloud/audio/support while the targeted skill is rebuilt.

Activity	What the parent does	What improvement may look like
Word parts + reread	Take 5 longer words from current schoolwork. Mark syllables/prefixes/suffixes, read the parts, blend the word, explain its meaning, then reread the sentence.	More accurate multisyllabic decoding with less guessing.
One-paragraph main idea reset	Use a short paragraph. Ask: "Who/what is this mostly about?" "What is the most important thing about it?" Then choose 2 supporting details.	A concise main idea supported by relevant details.
Equal-groups bridge to multiplication	Build 3 groups of 4 counters, write $4+4+4$ and 3×4 , then rearrange as an array. Reverse with simple division stories.	The child explains what each factor/quotient represents rather than reciting facts only.
Paragraph frame, then remove it	Use topic sentence -> detail/evidence -> explanation -> closing. Write one paragraph together; next time cover one prompt and let the child supply that part.	Related ideas and growing independence from the frame.
Three-step assignment staircase	Write only three boxes: start, middle, finish. Estimate each, complete the first, check it, then continue. Gradually let the child create the boxes.	Less avoidance, better task initiation, and more accurate planning.

Research basis: IES Foundational Skills K-3; IES Reading Comprehension K-3; IES elementary math intervention; IES elementary writing; IES spacing/worked-example guidance.

Do not wait on a real concern

If the child understands read-alouds but cannot read comparable text independently, or foundational math/writing skills repeatedly block grade-level work, request targeted school assessment/intervention and a progress-review date.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Grade 3: Independence and Well-Being Plan

Skill	Adult support now	Next level down the ladder
Starting work	_____	_____
Planning a project	_____	_____
Tracking materials	_____	_____
Checking work	_____	_____
Asking for help	_____	_____
Handling frustration	_____	_____

- ☐ My child has a trusted adult at school.
- ☐ My child can name at least one strategy for getting unstuck.
- ☐ We talk about friendships/belonging, not only grades.
- ☐ We protect sleep, movement, and downtime.
- ☐ I give strategy/process feedback rather than labels about ability.

Grade 3: School Partnership and Quarterly Dashboard

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

[] Ask: What can my child do independently right now?

[] Ask: What specific prerequisite is weak?

[] Ask: What strategy/language is being used at school so we can match it at home?

[] Ask: What evidence will show improvement?

[] Ask: When should we meet/review again?

Notes / agreed next steps

Area	Strength	Emerging	Next step
Reading / language			
Writing / research			
Math			
Science / knowledge			
Executive function			
Social-emotional / self-advocacy			

Child voice: What should adults keep doing? What should they stop doing for me?

Grade 4: Home Success Map

Big picture

The child coordinates information from several sources and manages longer tasks while fractions, multi-digit computation, and multiparagraph writing deepen.

Choose only 1-2 priorities for this cycle

- ☐ Inference / text structure / sources
- ☐ Multiparagraph writing
- ☐ Multi-digit multiplication / division
- ☐ Fractions / decimals
- ☐ Research / knowledge building
- ☐ Planning / digital judgment / peer skills

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Current strength we can use as leverage

One task that repeatedly breaks down - what exactly happens?

Grade 4: Reading, Writing, and Knowledge Plan

Routine	This week	Evidence of growth
Independent / shared reading		
Vocabulary / word parts		
Evidence / summary / synthesis		
Writing / revision		
Science / history / general knowledge		

A topic the child wants to become an expert on

Grade 4: Math and Problem-Solving Plan

- [] Start with meaning/model before speed.
- [] Ask the child to estimate before calculating.
- [] Use a drawing, number line, array, fraction model, or table when symbols become confusing.
- [] Ask: "What does each number represent?"
- [] Ask: "How could you check whether that answer is reasonable?"

Skill / unit	What makes sense	Where it breaks down	Representation / strategy to use next
--------------	------------------	----------------------	---------------------------------------

- Current computation
- Current fraction/decimal work
- Current word problems
- Measurement / geometry / data

Grade 4: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

third grade: multisyllabic decoding plus main idea/evidence, multiplication/division meaning, fractions on number lines, paragraph organization, visible multi-step plans. Fourth-grade intervention should preserve access to rich content while directly strengthening the prerequisite. IES guidance for grades 4-9 specifically supports decoding, purposeful fluency work, knowledge/vocabulary, questioning, gist, and comprehension monitoring.

Activity	What the parent does	What improvement may look like
Decode -> gist -> evidence	Use a short grade-appropriate paragraph. Decode 2-3 hard multisyllabic words explicitly, state the gist in one sentence, then point to evidence.	Improved word reading without losing comprehension.
Known facts to unknown facts	Use arrays or an area model to derive a harder fact from an easier one ($6 \times 7 = 5 \times 7 + 1 \times 7$); connect a related division fact.	Flexible strategy use and stronger fact relationships.
Fraction number-line rebuild	Make equal-length paper strips for halves, fourths, eighths; place the fractions on a 0-1 number line and compare positions before doing symbolic rules.	Understanding that fractions are numbers with magnitude and equal-size parts.
Evidence paragraph chain	Write claim/topic -> evidence/detail -> "this shows..." explanation. Use one short source. Add transitions only after the reasoning is clear.	Evidence that directly supports the idea and an explanation of why it matters.
Plan-check-handoff	Parent models a 4-step assignment checklist once; next task, child fills the checklist with prompts; later, parent only asks "What is your first checkpoint?"	More independent planning and self-checking.

Research basis: IES Reading Interventions Grades 4-9; IES elementary math intervention; IES elementary writing; IES study/spacing guidance; Harvard executive-function activities.

Do not wait on a real concern

If basic decoding, fluency, arithmetic, fraction meaning, writing organization, or task management consumes so much effort that the child cannot demonstrate knowledge, collaborate with the school about intervention and accommodations rather than increasing homework volume.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Grade 4: Independence and Well-Being Plan

Skill	Adult support now	Next level down the ladder
Starting work	_____	_____
Planning a project	_____	_____
Tracking materials	_____	_____
Checking work	_____	_____
Asking for help	_____	_____
Handling frustration	_____	_____

- [] My child has a trusted adult at school.
- [] My child can name at least one strategy for getting unstuck.
- [] We talk about friendships/belonging, not only grades.
- [] We protect sleep, movement, and downtime.
- [] I give strategy/process feedback rather than labels about ability.

Grade 4: School Partnership and Quarterly Dashboard

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

[] Ask: What can my child do independently right now?

[] Ask: What specific prerequisite is weak?

[] Ask: What strategy/language is being used at school so we can match it at home?

[] Ask: What evidence will show improvement?

[] Ask: When should we meet/review again?

Notes / agreed next steps

Area	Strength	Emerging	Next step
Reading / language			
Writing / research			
Math			
Science / knowledge			
Executive function			
Social-emotional / self-advocacy			

Child voice: What should adults keep doing? What should they stop doing for me?

Grade 5: Home Success Map

Big picture

The child synthesizes information and takes greater ownership while preparing for middle-school organization, study, and self-advocacy.

Choose only 1-2 priorities for this cycle

- ☐ Multi-source synthesis / vocabulary
- ☐ Evidence-based writing / research
- ☐ Fractions / decimals / division
- ☐ Volume / coordinates / expressions
- ☐ Study / notes / long-term projects
- ☐ Self-advocacy / middle-school readiness

Primary priority

Cycle start date

Secondary priority

Review date

What would meaningful improvement look like?

Current strength we can use as leverage

One task that repeatedly breaks down - what exactly happens?

Grade 5: Reading, Writing, and Knowledge Plan

Routine	This week	Evidence of growth
Independent / shared reading		
Vocabulary / word parts		
Evidence / summary / synthesis		
Writing / revision		
Science / history / general knowledge		

A topic the child wants to become an expert on

Grade 5: Math and Problem-Solving Plan

- [] Start with meaning/model before speed.
- [] Ask the child to estimate before calculating.
- [] Use a drawing, number line, array, fraction model, or table when symbols become confusing.
- [] Ask: "What does each number represent?"
- [] Ask: "How could you check whether that answer is reasonable?"

Skill / unit	What makes sense	Where it breaks down	Representation / strategy to use next
--------------	------------------	----------------------	---------------------------------------

Current computation

Current fraction/decimal work

Current word problems

Measurement / geometry / data

Grade 5: Remediation Bridge

Remediation bridge: step back before pushing forward

Prerequisite to rebuild

fourth grade: supported synthesis, multi-digit computation meaning, fraction equivalence/benchmark reasoning, organized multiparagraph writing, backward planning and self-checking. Fifth grade should not turn a prerequisite gap into a character judgment. Strengthen the missing foundation explicitly while continuing age-appropriate content, interests, friendships, and responsibilities.

Activity	What the parent does	What improvement may look like
Single-text synthesis before two texts	Take one paragraph/section: decode key words, write a 1-sentence gist, identify evidence, then add one inference. Only after this is stable compare a second source.	Accurate understanding of each source before synthesis.
Place-value model before algorithm	For multi-digit multiplication/division, use an area model or place-value sketch first; estimate, solve, then connect each partial product/quotient to the written algorithm.	The child can explain where each number comes from and judge reasonableness.
Equivalent-fraction reset	Use fraction strips/number lines to generate equivalent fractions and compare sizes; then add/subtract like denominators before unlike denominators.	The child understands the whole, equal parts, and equivalence instead of relying on cross-multiplication tricks.
Outline one section at a time	Plan a multi-paragraph piece as 3 boxes: purpose/introduction, 2-3 grouped ideas, conclusion. Draft one section, revise for clarity, then move on.	Paragraphs have distinct purposes and the child can explain the organization.
Weekly plan + self-advocacy rehearsal	Once a week, child lists deadlines, chooses first steps, predicts where help may be needed, and practices one specific teacher question. Parent checks the plan, not every task.	Earlier help-seeking and less dependence on parent reminders.

Research basis: IES Reading Interventions Grades 4-9; IES elementary math intervention; IES elementary writing; IES organizing instruction/study; Harvard executive-function activities for ages 7-12.

Do not wait on a real concern

Before the middle-school transition, persistent foundational gaps, substantial school avoidance/distress, or a mismatch between effort and performance should prompt a coordinated school conversation about assessment, intervention, accommodations, and review dates.

Short practice log

Try	Activity / support	What I observed	Next change
1			

For a longer cycle, use the reusable six-week tracker in the front of the workbook.

Grade 5: Independence and Well-Being Plan

Skill	Adult support now	Next level down the ladder
Starting work	_____	_____
Planning a project	_____	_____
Tracking materials	_____	_____
Checking work	_____	_____
Asking for help	_____	_____
Handling frustration	_____	_____

- [] My child has a trusted adult at school.
- [] My child can name at least one strategy for getting unstuck.
- [] We talk about friendships/belonging, not only grades.
- [] We protect sleep, movement, and downtime.
- [] I give strategy/process feedback rather than labels about ability.

Grade 5: School Partnership and Quarterly Dashboard

Bring useful observations to the next conversation

Teacher / team member

Date

Skill we are discussing

Next review date

[] Ask: What can my child do independently right now?

[] Ask: What specific prerequisite is weak?

[] Ask: What strategy/language is being used at school so we can match it at home?

[] Ask: What evidence will show improvement?

[] Ask: When should we meet/review again?

Notes / agreed next steps

Area	Strength	Emerging	Next step
Reading / language			
Writing / research			
Math			
Science / knowledge			
Executive function			
Social-emotional / self-advocacy			

Child voice: What should adults keep doing? What should they stop doing for me?

Reusable Tools: Copy or Reprint These Pages

Use only what solves a real problem

A workbook can become another burden if every page becomes a requirement. Reprint the pages that help your family; ignore the rest until they are useful.

Reusable Remediation Activity Log

Skill / concern

Earlier prerequisite

Start date

Review date

Try #	Activity / support used	What happened	What to change next
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Decision: continue / advance / simplify / ask for help - and why

Family Reading Conference

Book / text

Who chose it?

Date

Read independently / together / aloud

- ☐ Word reading was mostly accurate
 - ☐ Reading sounded phrased and meaningful
 - ☐ Child could explain the main idea / important events
 - ☐ Child supported an answer with the text
 - ☐ Child noticed a new word or idea
 - ☐ Text was enjoyable / interesting enough to continue
- What did you notice, wonder, learn, or disagree with?**

One next reading goal

Family Writing Conference

Piece / assignment

Audience

Purpose

Date

- ☐ The main idea / purpose is clear.
- ☐ Related ideas are grouped together.
- ☐ Details or evidence actually support the point.
- ☐ The order makes sense to a reader.
- ☐ The child revised meaning before editing conventions.
- ☐ The child can explain at least one revision they made.

Reader feedback: What is clear? What do I want to know more about?

One revision to make next

Math Error Analysis: Turn Mistakes into Information

Problem / skill

Date

Unit / topic

Was the answer reasonable?

- ☐ Did I understand what the problem was asking?
- ☐ Did I know what the numbers/units represented?
- ☐ Did I choose a useful representation or strategy?
- ☐ Did I make a computation error after choosing the right strategy?
- ☐ Did I forget a prerequisite fact or concept?
- ☐ Did I check the answer another way?

Draw / model / explain the problem a different way

The prerequisite I should practice is...

Backward Project Planner

Project

Due date

What "done" looks like

Adult check-in date

Step	Task	Target date	Done
1			☐
2			☐
3			☐
4			☐
5			☐
6			☐

What might get in the way? What is the backup plan?

What help should the child request - and from whom?

Study and Retrieval Planner

Studying is retrieving, not just rereading
Close the notes and try to recall, explain, solve, sketch, or answer. Then check what was missed and revisit it later.

Day	What to retrieve	How I will test myself	What I missed
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			

What I can now explain without looking

Help-Seeking and Self-Advocacy Practice

- ☐ I can name the exact part that is confusing.
- ☐ I can show what I already tried.
- ☐ I can ask for the first step rather than asking someone to do it for me.
- ☐ I know which adult can help with this problem.
- ☐ I can ask about an accommodation/support respectfully.

Useful script

"I understand _____, but I am stuck on _____. I tried _____. Could you show me the first step / explain that part another way?"

A real situation where I could use this script

Parent-Teacher / Support-Team Meeting Prep

Date

People attending

Main question

Desired review date

- ☐ Bring 2-3 dated work examples.
- ☐ Describe what the child did independently vs with help.
- ☐ Ask what prerequisite skill is missing, if any.
- ☐ Ask what intervention/instruction is already happening.
- ☐ Ask how progress is measured.
- ☐ Ask what parents should practice - and what they should NOT add at home.
- ☐ Agree on a follow-up date.

Meeting notes / decisions / responsibilities

Social Well-Being and Belonging Check-In

Date

School / setting

Person checking in

Child mood today

☐ I feel safe at school / program.

☐ I have someone I can talk to.

☐ I have at least one person I enjoy being with.

☐ I know what to do when someone is unkind.

☐ I can make a mistake without feeling like I am a failure.

☐ Schoolwork leaves room for sleep, movement, play/interests, and family connection.

Child voice - what is going well socially or emotionally?

What needs adult attention rather than asking the child to handle it alone?

End-of-Year / Transition Planner

Current stage / grade	Next stage / grade	
Transition date	School / program	

Carry forward	Why it matters	How we will maintain it
Reading / language strength		
Math / reasoning strength		
Organization routine		
Self-advocacy skill		
Friendship / belonging support		
Interest / hobby / identity strength		
One prerequisite to strengthen before the transition		
One adult support to reduce so the child can own more		
One support/accommodation that should continue		

Family Reflection: Confident Together

Success is bigger than a score

Growth includes skill, independence, curiosity, belonging, persistence, help-seeking, and knowing how to recover when something is hard.

Child: Something I can do now that used to be hard

Parent: Something I learned about how my child learns

Something we want to keep doing as a family

Something we are ready to stop, simplify, or hand over

The role changes. The relationship remains.

Research and Safety Notes

[] This workbook is a companion to Parent World, Confident Together: A Comprehensive Birth To 5th Grade and uses the same evidence base.

[] Birth-to-three checkpoint pages align with CDC developmental monitoring and the comprehensive guide's stage-specific remediation bridges.

[] Academic remediation follows the guide's evidence-based principle of rebuilding prerequisites with explicit modeling, concrete/visual representations, connected practice, and gradually reduced adult support.

[] Executive-function pages use modeling, external supports, short practice, retrieval, planning, and progressive transfer of responsibility.

[] Local school/state expectations vary. Align academic goals and terminology with the child's actual curriculum and teacher guidance.

[] Home practice is not a substitute for developmental screening, specialized instruction, disability evaluation, medical care, speech/language services, occupational/physical therapy, or mental-health support when those are indicated.

Act early when the pattern matters

For young children, loss of skills or persistent developmental concern warrants prompt professional discussion. For school-age children, persistent skill gaps, substantial distress, school avoidance, bullying, or a mismatch between effort and performance should be brought to the school team and, when appropriate, a healthcare professional.

For full citations, source links, evidence-strength notes, and developmental/academic explanations, use the Research and Reference Directory in the comprehensive Parent World guide.